



Literacy, Unit 2: Expository Communication

Tolleson Union High School District

Unit Information

Title:	Expository Communication		
Grade Level:	9 th grade	Time Frame:	7 weeks
Unit Designer(s):	IRRE, 2010; Susan Carmody, 2012	Other:	
Unit Summary:	While focusing on a specific career, students will learn about professionalism as they prepare a portfolio of the documents required when applying for that career. Students will craft a resume and letter of intent that reflect the skills necessary for the chosen career. They will participate in a mock interview for their career, as well as interview a classmate for that person's career. Finally, students will polish their work to have a portfolio of career documents.		

Stage 1: Desired Results

Prioritized Standard(s): Which standards does this unit address?

Reading Informational Text

Code	Standard
9-10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
9-10.RI.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Writing

Code	Standard
9-10.W.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
9-10.W.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
9-10.W.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
9-10.W.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
9-10.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
9-10.W.4a	Produce clear and coherent functional writing (e.g., formal letters, envelopes, experiments, notes/memo, labels, timelines, graphs/tables, procedures, charts, maps, captions, diagrams, sidebar, flow charts) in which development, organization, and style are appropriate to task, purpose, and audience.
9-10.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
9-10.W.10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Stage 1 Continued

Speaking & Listening

Code	Standard
9-10.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
9-10.SL.1a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issues to stimulate a thoughtful, well-reasoned exchange of ideas.
9-10.SL.1b	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
9-10.SL.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others in the discussion; and clarify, verify, or challenge ideas and conclusions.
9-10.SL.1d	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
9-10.SL.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
9-10.SL.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language

Code	Standard
9-10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
9-10.L.1b	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
9-10.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
9-10.L.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Enduring Understandings: *What are the "big ideas" this lesson addresses?*

Thematic Understanding(s):

- College and career-ready students focus on an end goal and gain experiences through and outside of school that align with and prepare them for that goal.

Content Understanding(s):

- afa

Stage 1 Continued

Essential Questions: *What are the essential questions this lesson addresses?*

Thematic Question(s):

- What skills can I develop today to prepare for tomorrow?

Content Question(s):

-

Knowledge: Students need to know:

-

Skills: Students need to be able to:

-

Stage 2: Acceptable Evidence

Diagnostic Assessment: What evidence will the teacher use to determine if students are ready to learn the new content?

Course Pre-Assessment: Artifact Collection & Presentation

In an effort to define literacy, students will explore the concept of literacy by collecting and analyzing examples of literacy. In a collaborative group, students will develop a definition of literacy, using their artifacts as evidence supporting their definition. Students will present their findings to the class.

Teachers will use the course pre-assessment as a diagnostic assessment for this unit. From the pre-assessment, the teacher will identify gaps in understanding of literacy, as well as the presentation and collaboration skills requiring the most work. The teacher may scaffold lessons in Unit 1 according to needs identified through the pre-assessment.

Summative Assessment: How will the students ultimately demonstrate understanding of this unit?

Mid-Unit Assessment: Letter of Intent

After researching a career and the skills necessary for success in that career, students will write a letter of intent, explaining two qualities necessary for success in that career.

End-of-Unit Assessment: Career Portfolio

Students will polish the documents created throughout the unit to create a portfolio including: resume, letter of intent, peer evaluation from interview, and follow up letter. The documents will reflect the skills necessary for their chosen career, as well as those present in the 21st century workplace.

Formative Assessment: How will the teacher check for understanding and adjust instruction throughout the unit?

Stage 3: Learning Plan

Lesson 1

Prepare for the unit by completing a resume template with current understanding of experience and skills (anticipatory set); complete an interest inventory to narrow the scope of a career search; do online research to identify a specific career of interest; write a want ad for a chosen career; review resume and brainstorm additional skills and/or experiences that align with the chosen career to add to the resume

Lesson 2

Investigate skills of 21st century workplaces, and compare/contrast those with skills in today's workplace; evaluate strengths and weaknesses of working on a team; revise want ad to reflect a 21st century workplace; review resume and brainstorm additional skills and/or experiences needed to apply for the job with 21st century skills required

Lesson 3

Analyze sample letters of intent and cover letters to identify qualities of expository writing and describe the similarities and differences between persuasive and expository communication

MID-UNIT ASSESSMENT – LETTER OF INTENT

Lesson 4

Understand what makes a good personal and/or professional reference; identify potential references and draft a reference contact sheet

Lesson 5

Learn and practice a professional greeting; learn about interview skills and anticipate potential interview questions for chosen career; learn about and practice responding to illegal interview questions

Lesson 6

Prepare to interview a classmate by reviewing his/her want ad, letter of intent, and resume to write interview questions and “look fors” for each question; interview a classmate and evaluate his/her interview related to the content of the responses, professional conduct, and presentation skills; engage in interview by a classmate

Lesson 7

Write a follow up letter to the interviewer; reflect on interview process

END-OF-UNIT ASSESSMENT – CAREER PORTFOLIO

Review and revise career documents; polish documents and compile in a career portfolio

Differentiation Notes

How will the teacher meet the needs of diverse learners? (e.g., learning styles, special populations, remediation/enrichment)

Texts & Other Resources

DRAFT